

Sample programme of inquiry

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
3–4	Central idea Increasing awareness of our personal characteristics and abilities, and those of others, allows our self-identity to develop. Key concepts: form, perspective, reflection Related concepts: identity, relationships Lines of inquiry <ul style="list-style-type: none"> Physical, social and emotional characteristics My role within my family Recognizing similarities and differences between myself and others 	Central idea Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from. Key concepts: causation, change Related concepts: development (growth), family Lines of inquiry <ul style="list-style-type: none"> Ways of documenting personal history Personal change from birth to present: self and family Reflecting on past experience 	Central idea* We use play to express our feelings and ideas and in order to come to new understandings. Key concepts: function, connection, perspective Related concepts: beliefs, representation Lines of inquiry <ul style="list-style-type: none"> Communicating through play Imaginative use of everyday materials Games and toys 	Central idea Our activity is usually connected to the Earth's natural cycles. Key concepts: change, connection Related concepts: cycles, interaction Lines of inquiry <ul style="list-style-type: none"> Night and day cycles (dark and light) Seasonal changes Health and safety as related to climate and seasonal changes 	Central idea Communities function more effectively when rules and routines are shared with all members. Key concepts: causation, responsibility, reflection Related concepts: community, system Lines of inquiry <ul style="list-style-type: none"> Various communities we belong to Purpose of rules and routines Reaching agreement 	Central idea Living things have certain requirements in order to grow and stay healthy. Key concepts: function, responsibility Related concepts: classification, living and non-living Lines of inquiry <ul style="list-style-type: none"> Characteristics of living things Our needs and the needs of other living things Our responsibility for the well-being of other living things
4–5	Central idea Friendships enrich our lives and require nurturing in order to develop. Key concepts: causation, responsibility Related concepts: conflict or cooperation, interdependence Lines of inquiry <ul style="list-style-type: none"> How friends are made and kept Why friends are needed Characteristics that develop healthy friendships 	Central idea Journeys create change and can lead to new opportunities. Key concepts: causation, change Related concept: choice Lines of inquiry <ul style="list-style-type: none"> Types of journeys people make Choices and decisions involved in making a journey Changes experienced because of a journey 	Central idea Stories inform and provoke us, and give us pleasure. Key concepts: connection, perspective, reflection Related concept: communication Lines of inquiry <ul style="list-style-type: none"> What a story is What stories convey How stories are created and shared Feelings and emotions that stories evoke 	Central idea Understanding the way materials behave and interact determines how people use them. Key concepts: function, change Related concepts: behaviour, prediction Lines of inquiry <ul style="list-style-type: none"> Behaviour and uses of materials Changing properties of materials Manipulation of materials for specific purposes 	Central idea People use a variety of skills and strategies that contribute to their role in a community of learners. Key concepts: function, responsibility Related concepts: citizenship, independence Lines of inquiry <ul style="list-style-type: none"> Being part of a community of learners Skills, strategies and attitudes Making contributions to a community 	Central idea Plants are a life-sustaining resource for us and for other living things. Key concepts: form, change, connection Related concepts: interdependence, systems Lines of inquiry <ul style="list-style-type: none"> What plants provide for us and for other living things The structure of a plant Caring for plant life
5–6	Central idea* Making balanced choices about daily routines enables us to have a healthy lifestyle. Key concepts: function, causation, reflection Related concepts: balance, well-being Lines of inquiry <ul style="list-style-type: none"> Daily habits and routines (hygiene, sleep, play, eating) Balanced choices Consequences of choices 	Central idea Communities are enriched by their members and the different perspectives they bring. Key concepts: change, perspective Related concepts: continuity, diversity Lines of inquiry <ul style="list-style-type: none"> What a community is People within a community The personal stories of community members 	Central idea People recognize important events through celebrations and traditions. Key concepts: form, perspective Related concepts: beliefs, culture, values Lines of inquiry <ul style="list-style-type: none"> What traditions are How and why people celebrate Similarities and differences between various celebrations 	Central idea All living things go through a process of change. Key concepts: change, connection Related concepts: cycles, transformation Lines of inquiry <ul style="list-style-type: none"> Life cycles How living things change over their life time Developmental stages of various living things 	Central idea Transportation systems are directly related to the needs of a community. Key concepts: function, connection Related concepts: systems Lines of inquiry <ul style="list-style-type: none"> Specific purposes of different transportation systems Factors that affect the kinds of systems that can be developed Relationship between transportation systems and the environment 	Central idea People interact with, use and value the natural environment in different ways. Key concepts: causation, responsibility, reflection Related concepts: conservation, interdependence, order Lines of inquiry <ul style="list-style-type: none"> Local natural environment Human use of the local environment Actions that benefit or harm the local environment

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6–7	<p>Central idea Homes reflect personal identity and local culture.</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: creativity, diversity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The concept of home • Different types of homes • Circumstances that determine where people live 	<p>Central idea Public areas strengthen communities and provide people with opportunities to connect.</p> <p>Key concepts: function, connection</p> <p>Related concepts: cooperation, ownership</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different public areas and their functions • How public areas develop • How these places differ from our homes 	<p>Central idea Imagination is a powerful tool for extending our ability to think, create and express ourselves.</p> <p>Key concepts: causation, perspective, reflection</p> <p>Related concepts: empathy, invention, transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How we demonstrate and enjoy our imagination • How our imagination helps us to consider other perspectives • How imagination helps us to solve problems • The value of imagination 	<p>Central idea Understanding the properties of air allows people to make practical applications.</p> <p>Key concepts: function, causation</p> <p>Related concepts: force, energy</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The evidence of the existence of air • What air can do and how we use it • The relationship between air, light and sound 	<p>Central idea* Systems need to be in place to maintain organization in communities.</p> <p>Key concepts: connection, responsibility</p> <p>Related concepts: interdependence, organization, systems</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The concept of organization • Different systems of organization that we use personally • Different systems of organization in our community • Collection, storage and use of information for organization 	<p>Central idea People can establish practices in order to sustain and maintain the Earth's resources.</p> <p>Key concepts: change, responsibility, reflection</p> <p>Related concepts: lifestyle, resources</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Limited nature of the Earth's resources • Personal choices that can help sustain the environment • Reusing and recycling different materials • Reducing waste
7–8	<p>Central idea Relationships are enhanced by learning about other people's perspectives and communicating our own.</p> <p>Key concepts: perspective, reflection</p> <p>Related concepts: communication, empathy, open-mindedness</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Social interactions • Acknowledging others' perspectives • Managing and resolving conflict 	<p>Central idea The development of global perspectives is supported through understanding our place in the world in relation to others.</p> <p>Key concepts: connection, perspective</p> <p>Related concepts: context, location, orientation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How we represent place • Representations of place through time • The relationship of our location to other parts of the world 	<p>Central idea Through the arts people use different forms of expression to convey their uniqueness as human beings.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: perception, self-expression</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The diverse ways in which people express themselves • How everyone can express their uniqueness through the arts • The role of art in culture and society 	<p>Central idea The design of buildings and structures is dependent upon the environment and available materials.</p> <p>Key concepts: connection, responsibility</p> <p>Related concepts: structure, sustainability, transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Considerations to take into account when building a structure • How building impacts on the environment • Indigenous architecture 	<p>Central idea In a workplace people share responsibility towards a common purpose.</p> <p>Key concepts: function, causation, connection</p> <p>Related concepts: cooperation, employment</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Purpose of a workplace • Interconnectedness of people in a workplace • Importance of a shared vision or common purpose 	<p>Central idea Over time, living things need to adapt in order to survive.</p> <p>Key concepts: change, connection</p> <p>Related concepts: adaptation, evolution</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Concept of adaptation • Circumstances that lead to adaptation • How plants and animals adapt or respond to environmental conditions
8–9	<p>Central idea Understanding different ways of learning enables people to respond to their own learning needs as well as those of others.</p> <p>Key concepts: function, perspective, responsibility</p> <p>Related concepts: diversity, motivation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Learning communities • How people construct knowledge • Different learning styles • How learning styles impact the way people engage in a learning community 	<p>Central idea Family histories provide an insight into cultural and personal identity.</p> <p>Key concepts: change, reflection</p> <p>Related concepts: chronology, history, tradition</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Family ancestry • Artifacts, heirlooms or rituals that have meaning in a family • Similarities and differences between generations within a family 	<p>Central idea A variety of signs and symbols facilitates local and global communication.</p> <p>Key concepts: form, connection</p> <p>Related concepts: culture, media, pattern</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Signs and symbols • Reasons for the development of communication systems • Specialized systems of communication 	<p>Central idea* Human survival is connected to understanding the continual changing nature of the Earth.</p> <p>Key concepts: causation, change, connection</p> <p>Related concepts: erosion, geology, tectonic plates, movement</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How the different components of the Earth are interrelated • How the Earth has changed and is continuing to change • Why the Earth changes • Human response to the Earth's changes 	<p>Central idea Communities provide interconnected services designed to meet people's needs.</p> <p>Key concepts: function, causation, connection</p> <p>Related concept: networks</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons people live in the local community • Services needed to support a community • Planning services for a community 	<p>Central idea Water is essential to life, and is a limited resource for many people.</p> <p>Key concepts: function, responsibility</p> <p>Related concepts: conservation, equity, processes</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Sources of water and how water is used • What happens to water after we have used it • Distribution and availability of usable water • Responsibilities regarding water

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9–10	Central idea What we believe is a part of who we are. Key concepts: perspective, reflection Related concepts: diversity, perception Lines of inquiry <ul style="list-style-type: none"> What we believe How beliefs influence the way we behave The impact of religion and spiritual traditions on society 	Central idea Human migration is a response to challenges, risks and opportunities. Key concepts: causation, change, perspective Related concepts: population, settlement Lines of inquiry <ul style="list-style-type: none"> The reasons why people migrate Migration throughout history Effects of migration on communities, cultures and individuals 	Central idea Choices of role models reflect the characteristics that societies and individuals value. Key concepts: causation, perspective, reflection Related concepts: self-fulfillment, influence Lines of inquiry <ul style="list-style-type: none"> Role models and why we value them Why we should develop our own gifts, talents and interests How personal strengths can be applied to help others 	Central idea Energy may be converted from one form to another and stored in various ways. Key concepts: form, function, connection Related concepts: conservation, transformation Lines of inquiry <ul style="list-style-type: none"> Forms of energy The storage and transformation of energy Conservation of energy Renewable and sustainable energy 	Central idea Marketplaces depend on the ability to produce goods and supply services that can be exchanged. Key concepts: function, connection Related concepts: interdependence, supply and demand Lines of inquiry <ul style="list-style-type: none"> Medium of exchange in various marketplaces Ethics of the marketplace How and in what ways we depend on people in other places How global movement and communication affect the availability of goods and services 	Central idea Children worldwide face a variety of challenges and risks. Key concepts: function, reflection Related concepts: equality, rights Lines of inquiry <ul style="list-style-type: none"> Challenges and risks that children face How children respond to challenges and risks Ways in which individuals, organizations and nations work to protect children from risk
10–11	Central idea Complex factors contribute to the process of making decisions that have implications for ourselves and others. Key concepts: causation, change, connection Related concepts: choice, systems Lines of inquiry <ul style="list-style-type: none"> Factors that influence our decisions Decision-making processes for groups and individuals Impact or consequences that decisions can have 	Central idea Past civilizations shape present day systems and technologies. Key concepts: causation, change, perspective Related concepts: continuity, progress, technology Lines of inquiry <ul style="list-style-type: none"> Aspects of past civilizations that have survived Reasons these systems and technologies developed Why modern societies continue to use adaptations of these systems and technologies Implications for the future 	Central idea Rituals, traditions and artifacts provide a window into the beliefs and values of cultures. Key concepts: function, perspective, reflection Related concepts: beliefs, diversity Lines of inquiry <ul style="list-style-type: none"> What constitutes a culture Significance of rituals and traditions How artifacts symbolize beliefs and values 	Central idea The fact that materials can undergo permanent or temporary changes poses challenges and provides benefits for society and the environment. Key concepts: form, function, responsibility Related concepts: measurement, transformation Lines of inquiry <ul style="list-style-type: none"> Nature of chemical and physical changes Practical applications and implications of change in materials Ethical dilemmas associated with manufacturing processes and by-products 	Central idea Governmental systems and decisions can promote or deny equal opportunities and social justice. Key concepts: function, responsibility Related concepts: equality, government or governance Lines of inquiry <ul style="list-style-type: none"> Types of governance Principles of human rights and social justice The effect of institutional behaviours and attitudes on social justice 	Central idea Biodiversity relies on maintaining the interdependent balance of organisms within systems. Key concepts: connection, responsibility Related concepts: balance, biodiversity, interdependence Lines of inquiry <ul style="list-style-type: none"> Interdependence within ecosystems, biomes and environments Ways in which organisms are interconnected in nature How human interaction with the environment can affect the balance of systems

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11–12	<p>Central idea Personal well-being is dependent on a complex balance of interconnected factors.</p> <p>Key concepts: change, responsibility</p> <p>Related concepts: growth, relationships</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The concept of “well-being” • Factors that contribute to well-being (physical, mental, social and spiritual) • Personal issues affecting our well-being 	<p>Central idea Exploration leads to discovery and develops new understandings.</p> <p>Key concepts: form, perspective, reflection</p> <p>Related concepts: consequences, discovery, geography</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons for exploration (historical and personal) • Feelings and attitudes associated with exploration • What we learn through exploration • Methods of navigation 	<p>Central idea People's outward appearance can lead to perceptions and misconceptions.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: creativity, diversity, stereotypes</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Personal adornments, clothing and identity • Reasons for what people wear • Impact of first impressions • Countering misconceptions 	<p>Central idea Reproduction of living things contributes to the continuation of the species.</p> <p>Key concepts: change, connection</p> <p>Related concepts: cycles, growth</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reproduction as part of a life cycle • Reproductive processes • Genetics and hereditary factors 	<p>Central idea Technology impacts on the world of work and leisure.</p> <p>Key concepts: change, connection, responsibility</p> <p>Related concepts: communication, systems, ethics</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Technology and inventions of the home, workplace and leisure activities • Circumstances that lead to the development of important inventions and their impact • How technology supports/impacts sustainability 	<p>Central idea* Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: conflict, diversity, justice</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Causes of conflict • Conflict resolution and management • Living and working together peacefully

In the students' final year of the PYP, there are five units of inquiry and the exhibition. The exhibition may be related to any transdisciplinary theme at the discretion of the school. This sample programme of inquiry has included six units of inquiry in the final year, any one of which could be replaced by the exhibition. Only IB World Schools are required to participate in the exhibition although candidate schools may choose to do so.

* Sample planners have been developed for those units marked with an asterisk.

